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ABSTRACT

Many administrators and faculty members across the country have initiated antivandalism campaigns in their schools and introduced curriculum designed to educate students about vandalism. The assumption is that if students can be educated about vandalism--what it is, what it costs, and who pays for it--they may gain more positive attitudes towards its prevention. Students who are taught about vandalism, and in particular those actively involved in teaching others, do not become vandals themselves. This bulletin describes successful antivandalism programs, activities, and projects for students. Sample worksheets, curriculum, and a list of films are included. (Author)

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Technical Assistance Bulletin

Vandalism Preventive Education: Programs and Resources

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Summary

Many administrators and faculty across the country have initiated antivandalism campaigns in their schools and introduced curriculum designed to educate students about vandalism. The assumption is that if students can be educated about vandalism--what it is, what it costs, and who pays for it--they may gain more positive attitudes towards its prevention. Students who are taught about vandalism, and in particular those actively involved in teaching others, do not become vandals themselves. This bulletin describes successful antivandalism programs, activities and projects for students. Sample worksheets, curriculum, and a list of films are included as Attachments.

The Problem

School vandalism is estimated to cost between $200 million (NIE Safe Schools Study, 1979) and $500 million (NASSP Survey, 1978) each year. Vandalism is a nationwide problem affecting all grade levels and occurring in all types of communities. Schools spend millions of dollars on repairs, security devices, insurance, and guards--funds which could otherwise be spent in more productive ways, such as buying textbooks. In addition to the waste of taxpayer dollars, there is immeasurable loss in terms of student morale, mistrust, and security.

An awareness that education can aid in prevention raises crucial questions: How can we educate students in prevention without encouraging vandalism? How can we make prevention a vital issue to which students can respond actively? What educational methods are most effective?

The Solution

Successful vandalism prevention education programs have used two approaches:

1) Direct teaching through lecture and demonstration aimed at increasing student knowledge of the problem.

2) Student involvement in activity-based projects.

These approaches have been incorporated into community vandalism education programs according to the needs of the communities, and also according to the interests of those sponsoring such programs.

In some communities, student leaders and teacher sponsors have developed programs. In others, local organizations (such as the Realtors Association in Colorado Springs) have funded or promoted activities. Corporations such as MacDonald's and Seven-Up have offered assistance with programs, and in some cases city governments have received Federal funding or been allocated State funds to combat vandalism in the schools. The most successful programs seem to be those involving various strata of the community--police departments, recreation departments, and city officials as well as teachers and students.

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Various lesson plans to increase student knowledge of vandalism have been developed. Included in most curriculum models are definitions of vandalism (what it is, what the different types are) and discussions of vandalism as a crime, the costs of vandalism, the causes of vandalism (student anger, frustration, pranks), prevention ideas, and laws and the court system. Details of several successful programs and sample worksheets are included in the Attachments.

Examples

- The Ohio Farm Bureau enlisted the aids of Ohio State University and rural sociologist G. Howard Phillips in developing an educational program for junior high students. Phillips' research concluded that vandalism was a group phenomenon and a "peer operation to some degree." Phillips' program used worksheets to structure materials. Topics in his four-week course included 1) Understanding the Need for Law; 2) Beginning of Law Enforcement; 3) Who Commits Rural Crime; 4) Victims of Rural Crime; 5) Consequences of Rural Crime; and 6) Community Action Projects. Along with the educational module, a locksmith, a juvenile court referee, and a deputy sheriff were invited to talk with students.

- The Institute of Government at the University of Georgia was enlisted to provide technical assistance for the City of Rome, Georgia, in developing a preventive vandalism education course for students. Samples of their course outlines and worksheets are included in Attachments. The thrust of the four-part program was to produce positive attitudinal changes in students. The first lesson focused on defining vandalism and increasing students' familiarity with terms such as misdemeanor, arson, trespass, theft, larceny, and criminal law. Types of vandalism were defined and discussed: acquisitive, tactical, ideological, vindictive, graffitti, play and malicious acts. The second lesson covered costs of vandalism, the third covered factors that cause acts of vandalism, and the fourth covered how to deter violent acts.

- The District Board of Education in Colorado Springs, Colorado, asked local schools to develop an antivandalism campaign. The local Board of Realtors provided $5,000 to aid in programs. Teachers developed curriculum to familiarize students with vandalism. Sample outlines are included in Attachments. For elementary students, emphasis was placed on feeling responsible for one's school and property as well as the rights of others. Discussions were encouraged.

Activities

The following activities have been used in vandalism education programs. The most successful programs have been student-intitiated projects and student-led projects.

- Posters--Have students design their own posters on antivandalism themes.

- Speeches--Use speeches at an assembly or over the loud speaker on school pride or property. Have students speak or invite local policemen and fire officials to participate.

- Slogan contest--Sponsor a contest to come up with the best slogan for a pride week at school or for an antivandalism campaign.

- Videotaping--Have students videotape skits showing a vandalism act about to be committed.

- Slide shows--Have students put together slide shows of their school showing positive views such as students receiving awards, the football team, and a laboratory, and the negative side of destroyed property.

- Button campaign--Have students design or wear buttons or badges for an antivandalism campaign.

- Vandalism awareness walks (for elementary students)--Have teachers take younger students

on field trips and walks to view property that is both cleaned up and vandalized.

- Courtesy week (for elementary students)--Sponsor a courtesy week in which students practice courteous acts.

- Watch program--Establish a program for reporting acts of vandalism.

- Field trips--Visit police stations, fire stations, or have these officials visit schools.

- Keep charts of trees and shrubs (for elementary students)--Interview the school gardener and find out about upkeep of gardens and shrubs. Check the cost of maintenance as well as cost of replacement.

- Tree ceremony--Plant a shrub or tree to culminate an antivandalism day or week.

Specific Programs

- Antivandalism week--Sabin Junior High School in Colorado Springs, Colorado, sponsored an antivandalism week last year which was highly successful. A leadership class of student council officers and eight "informal" student leaders sponsored the program which had a different activity each day. The first day, speeches were given over the intercom during lunch and after school. On the following days, posters were made, skits were performed, and videotapes played for students. The week culminated in a clean-up day which involved 450 students cleaning up school property. An ice cream social ended the week.

- Pride program--In 1972, the city schools of San Diego developed a student handbook for a pride program for schools. The focus was to develop student pride in the schools. The guide was written for school leaders and suggested activities and projects for students to follow.

- Students teaching students--Junior and senior high students in Wauwatosa, Wisconsin, have participated in teaching elementary students about vandalism for almost seven years. In this program, older students lead discussions and view a film with younger students. The police department provides the students with monthly statistics on vandalism, as well as stop signs and traffic signals. Students have developed their own questions and format for leading discussions.

- Awareness program--In Lexington, Kentucky, a vandalism awareness program brought in star athletes to talk to students about vandalism during school assemblies.

- Up-Days--Doherty High School in Colorado Springs, Colorado, sponsored several Up-Days in which school was dismissed early and students organized in teams to clean up the school property. After a series of these days, a dance was held sponsored by the local Seven-Up Bottling Company.

Results

The results of vandalism preventive education are not conclusive because no accurate records have been kept of numbers of vandalous activities occurring before and after antivandalism campaigns. In general, response is overwhelmingly high that education does make a difference and that incidences of vandalism and violence have been greatly reduced by educating students.

In Colorado Springs, several principals noted that vandalism costs were cut in half by an education campaign. Other groups noted a 35 percent decrease in crimes. A positive result of preventive vandalism education is an increase in school pride and morale.

Replication Issues

Vandalism preventive education programs may be used at any level in any school. But authorities stress that education is a cumulative process and that for greater effectiveness the education must be started when students are young.

Required Resources

Resources for preventive vandalism education campaigns depend upon the scope of the activities. Some programs involve little more than creativity, imagination, and leadership, while others require funding of several thousand dollars. It is important to remember that a well-thought-out campaign of education and activities need not be expensive to be effective. The use of films, slide shows, and videotapes is stressed as important to the success of the programs, but it is activities which directly involve students that have the greatest impact.

Attachments

Attachment A - Sample Lesson Plans and Activity Sheets, Junior High Level (Rome, Georgia)

Attachment B - Sample Vandalism Curriculums, Kindergarten, Grades I and II (Penrose School, Colorado Springs, Colorado)

Attachment C - List of Suggested Films

For further information on this program, or to request direct technical assistance in implementing a similar program, contact the National Center or the Regional Center nearest you. NSRN technical assistance is available at no cost to requestors.

LESSON ONE

I. Subject Area: Vandalism

II. Title of Lesson: Defining Vandalism

III. Grade Level: 7 - 9

IV. Time: Two class periods (45-50 minute period)

V. Introduction to Lesson: This lesson is designed to ascertain how much the student already knows about the history of vandalism, what is considered to be within the scope of vandalism, the different types of vandalism, who vandalizes, and for what reasons.

VI. Learning Domain: This lesson is designed to incorporate the cognitive as well as the affective domains of learning.

VII. Objectives: The behavioral objectives of this lesson are such that, if they are achieved, students will be able to perform the following tasks:

1. Explain that vandalism poses a unique problem in cost determination — some costs can be measured in dollars and cents and some costs cannot.

2. Define the following key words:

(a)	juvenile delinquent	(k)	private property
(b)	felony	(l)	public property
(c)	misdemeanor	(m)	arrest
(d)	restitution	(n)	burglary
(e)	civil law	(o)	larceny
(f)	arson	(p)	liable
(g)	trespass	(q)	crime
(h)	theft	(r)	criminal law
(i)	malicious mischief	(s)	prank
(j)	petitioned to juvenile court		

3. Given access to recent newspapers, students will identify and clip out five examples of public vandalism.

4. List at least five common examples of vandalism in a school.

5. List at least five common examples of vandalism in a city.

6. Compare vandalism on an industry basis.

7. Demonstrate an understanding of the different types of vandalism by correctly matching examples of vandalistic acts with the type of vandalism.

8. Experience success in group work, individualized assignments, and communication skills.

Source: Teacher's Guide--Vandalism: The Million Dollar "Prank" (Athens: Institute of Government, University of Georgia).

VIII. Outline of Course Content

The course content for this lesson is divided into two parts: (1) a working definition of vandalism, and (2) the types of vandalism. (see Williams in Management Information Service Report, vol. 8, no. 5, 1976).

1. Vandalism can be defined as the willful or malicious destruction or defacement of public or private property.

2. Types of Vandalism (Williams, 1976)

   a. Acquisitive vandalism - Property damage done to acquire money or goods, such as breaking open vending machines or telephone coin boxes, stripping parts from cars or fittings from housing project heating systems.

   b. Tactical vandalism - Property damage done intentionally to advance some other end, as a means to draw attention to a grievance or to force a reaction. Such a tactical approach is exemplified by prisoners who destroy their cells or the mess hall in protesting inadequate facilities.

   c. Ideological vandalism - Similar to tactical vandalism but carried out explicitly to further an ideological cause. Anti-government slogans painted on embassy buildings or burning down R.O.T.C. headquarters are examples.

   d. Vindictive vandalism - Damage done to a selected target for revenge on its owner, guardian or representative.

   e. Play vandalism - Damage to property in the context of a game, such as who can break the windows on the highest level, shoot out the most street lamps or jam a telephone receiver in the most ingenious manner.

   f. Graffiti - Harmless vandalism plaguing the east and particularly transportation systems, stations, tunnels and cars, as a determination on the part of certain individuals to express their identity — somewhat after the fashion of "Kilroy was here."

   g. Malicious vandalism - Damage done to property as part of a general expression of rage or frustration. This vandalism may be indiscriminate but often is directed at symbols of the middle class, public institutions, and systems such as subways, schools, and automobiles.

IX. Activities

1. As an introductory activity, it is suggested that a class discussion be held with the teacher acting as discussion leader. The following questions may be used:

a. What is vandalism? Is it a problem? Is it a new problem? How serious is it?

b. Who are the vandals?

c. What do vandals do?

d. Have you ever seen any destruction in your
   (1) neighborhood?
   (2) school?
   (3) shopping center?
   (4) church?
   (5) parks or recreation areas?

e. What has been done to reduce vandalism?

f. What should be done to correct the situation?

g. What are the different types of vandalism?

2. Have students determine the origin of the word "vandalism" by reading the accompanying Court of Appeals case, General Accident Fire & Life Assurance Corp. v. Azar, et. al. Before students read the case, explain briefly the facts behind the case.

3. As an outside activity, have students prepare a report on the Vandals of 5th century Europe and their invasion of Rome and other countries.

4. Ask students if they have ever personally witnessed other persons in the act of vandalizing public or private property. How did they feel about what was going on? Did they report it? If not, why?

5. Have the students to draw a circle on a map around where they live about one city block on every side of them. Next, on a piece of paper, have them to list everything that they can think of within this circle that they would consider acts of vandalism. Have them to compare lists with class members. NOTE: you would need maps of your city in classroom quantities.

6. Have students to complete the Student Activity Sheet No. 1. (at end of this lesson)

7. Ask your students to look in newspapers for examples of public vandalism. Students should summarize these articles. In their summary, they should include cost of vandalism, age of vandals, and type of vandalism.

8. Have students to list 5 common examples of vandalism in your school. After these have been listed, ask students what might have been done to prevent these acts of vandalism.

9. Ask students to cite situations where the costs of vandalism cannot be measured in dollars and cents.

10. Elect a committee of students to interview local officials to find out the five most common examples of vandalism in your city.

11. Have students to check with the local Chamber of Commerce and identify the ten largest businesses or industries in your county. Have students to find out from these industries how much vandalism has occurred within a given year. Compare these industries with one another.

LESSON TWO

I. Subject Area: Vandalism

II. Title of Lesson: The Cost of Vandalism

III. Grade Level: 7-9

IV. Time: Two class periods (45-50 minute period)

V. Introduction to Lesson: This lesson is designed to make the student aware of the high monetary cost of vandalism, and how each individual pays this cost through danger, suffering and higher taxes and other expenses.

VI. Learning Domain: This lesson is designed to incorporate the cognitive as well as the affective domains of learning.

VII. Objectives: The behavioral objectives of this lesson are such that, if they are achieved, students will be able to perform the following tasks:

1. Describe what is meant by the statement:
The care of public property is everyone's responsibility.

2. Estimate within 10% the cost of common acts of vandalism.

3. Given an example of public property destruction, the student will be able to list 3 direct and indirect ways in which they could affected by the incident.

4. Provide 5 clear illustrations of the costs of vandalism to local taxpayers.

5. Identify at least 4 legal penalties and educational and career risks that can be consequences of an act of vandalism.

VIII. Outline of Course Content

A. Definition of public property: Public property is made up of those lands, materials, and facilities which are owned jointly by all persons in a community and supervised by the government.

B. The Costs of Vandalism (What Everyone Should Know About Vandalism, 1976)

1. Danger and Suffering — disruption of vital services (fire, police, electricity, etc.), injuries resulting from hazards created by vandals, death due to accident, lack of emergency services.

2. Dollars and Cents

a. Big money for repairs to/replacement of damaged property; for time spent trying to prevent vandalism and clean up damage; for protection (special devices, guards, etc.), for insurance, medical costs.

b. Taxpayers foot the bill for damage to public property, pay for higher police and court costs.

c. Schools spend as much on vandalism prevention and repair as they do on textbooks.

d. Parents of underage vandals may have to pay for damages.

IX. Activities

1. To introduce the lesson the teacher will lead a class discussion. The following are suggested questions to be asked:

   (1) What is the difference between private and public property?

   (2) Who is responsible for public property?

   (3) What problems does vandalism cause?

   (4) How can you be affected by vandalism?

   (5) What are the penalties for vandalism?

   (6) How is vandalism paid for?

2. The teacher will give a slide/tape presentation in the form of a quiz on the actual costs of vandalism in the city of Rome. Students will be shown common examples of vandalism and be asked to estimate the cost to repair damages. This may be done on Student Activity Sheet #2.

3. Students will form groups of 3 and 4. Each group will be given a possible vandalism situation to role-play in front of the class. They will be given 3 minutes to prepare and 2-3 minutes to act out their situation. After each group role plays the other groups will each list on Student Activity Sheet #3 the possible ways this act of vandalism may affect them and what the consequences might be to the vandal if caught. A discussion will conclude the lesson after all groups have role played.

Materials: Copies of the local ordinances dealing with vandalism.

STUDENT ACTIVITY NO. 1

TYPES OF VANDALISM

Directions: Match the type of vandalism (Column A) with the example of that type of vandalism (Column B).

Column A		Column B
1. Acquisitive	_____	a group of boys shooting out street lights with B.B. guns
2. Tactical	_____	breaking into a cigarette machine
3. Ideological	_____	shooting off a firecracker in Mr. Doe's mailbox because he would not let Johnny ride his bike across his yard
4. Vindictive	_____	scribbling your name on a school bus or a bathroom wall
5. Play	_____	breaking your assistant principal's windshield because you were angry when he told you to stay after school
6. Graffiti	_____	spray painting the slogan "Hitler was the greatest human being who ever lived" on a Jewish synogogue
7. Malicious	_____	breaking out the windows in a school bathroom to protest the locking of bathroom doors during the lunch hour

STUDENT ACTIVITY SHEET #3

HOW DOES VANDALISM AFFECT YOU?

DIRECTIONS: After each of the following acts of vandalism are role-played in class, list as many possible ways you can that the act might eventually affect you. If you have access to your city's ordinances on vandalism also list the possible consequences to the vandal who committed the act.

CASE SITUATIONS:

1. Several young teenagers are angry at the owner of a local movie theater, so to "get back" at him they tear the cushions of a number of theater seats.
   Effects: _____
   Consequences: _____

2. A group of kids become bored while riding around town one night. For fun they turn several street signs around and uproot several "Stop" and "Yield" signs.
   Effects: _____
   Consequences: _____

3. A group of students decide to "get even" with the "Fussy" school librarian by breaking into an audio-visual storage room and damaging projectors and record players.
   Effects: _____
   Consequences: _____

4. Several boys have a contest to see who can break the most windows on the back side of a school building.
   Effects: _____
   Consequences: _____

5. To create some excitement several girls at a party report a "serious" fire in their neighborhood to both the fire and police departments.
   Effects: _____
   Consequences: _____

6. Several youngsters decide to "clean up" the town by dumping several cartons of detergent into the town's largest fountain or public swimming pool.
   Effects: _____
   Consequences: _____

7. A group of young people test the quality of food at a local supermarket by opening some packages and pocketing others.
   Effects: _____
   Consequences: _____

8. Several teenagers give drivers a thrill by standing on a bridge and dumping rocks and clumps of dirt on cars as they pass underneath.
   Effects: _____
   Consequences: _____

9. A group of students break into a drink machine at school.
   Effects: _____
   Consequences: _____

10. Use your imagination to make up your own case situation.

    Effects: _____
    Consequences: _____

Sample Vandalism Curriculums
Kindergarten, Grades 1 and 2
(Penrose School, Colorado Springs, Colorado)

VANDALISM CURRICULUM 1978-1979

Grade:	Kindergarten
What to teach:	School belongs to all of us. We should all feel responsible for things in and around our school. We should demonstrate proper care of things.
Why:	Develop awareness of what vandalism is and cost to all. If we see acts of vandalism, we should report it to our teachers or parents.
How to present:	With social studies units School and Neighborhood.
How long:	One week with Schools unit during first quarter; one week during Neighborhood unit during second semester. Incidental teaching will be done throughout the year as the need arises.
Materials:	Class discussion; role playing: "Reporting acts of vandalism" Book: Smaridge, Litterbugs Come in Every Size Filmstrip: Places We All Own Film: In the Bag

Source: From "Vandalism Curriculum," Penrose Elementary School; Colorado Springs, Colorado

VANDALISM CURRICULUM 1978-1979

Grade:	First
What to teach:	Vandalism
Why:	To instill a feeling of respect for the rights and property of others; to explain that vandalism can be as simple as throwing trash on the playground or walking across someone's lawn; to instill a feeling of pride for doing what is right and stopping what is wrong, whether the child gets outward praise or not.
How to present:	Class discussion; trying to win the "Red Barrel" for clean rooms; taking litter walks; reading books from the Resource Center; explaining "Watch Program"; encouraging students to report acts of vandalism to parents or teachers.
How long:	Throughout the year.
Materials:	Films: "The Hideout"; "Litter, Litter Everywhere"; "Rule, Law and You"

VANDALISM CURRICULUM 1978-1979

Grade:	Second
What to teach:	Vandalism
Why:	To instill in students how to care for school property (desks, lawns, restrooms) as well as parks and other public property.
How to present:	Coordinate with citizenship unit. This will be discussed twice formally and then informally throughout the year as the need arises.
How long:	Throughout the year
Projects:	Clean and scrub chairs and desks in area once or twice during the year; have each grade level be responsible for cleaning trash, etc., from the playground on a weekly or monthly rotation basis.
Materials:	Films, etc., that are available.

List of Suggested Films

1. Boy Who Liked Deer. 19 min., 16 mm, color film, 1975
Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019

This film, intended for elementary and junior high school audiences, shows how a boy who routinely commits acts of vandalism comes to realize the consequences of his actions.

2. More Than Just a Place to Come. 20 min., 16 mm, color film, 1975.
Mitchell Gebhart Film Company, 1380 Bush Street, San Francisco, CA 94109

A documentary investigation of school violence and vandalism--causes, effects, and programs for change in elementary, junior high, and high schools. The film records scenes surrounding a tragic murder on a school playground and two quarter of a million dollar school arson fires. Students (elementary through high school), teachers, parents, administrators, judges, and police talk about the atmosphere of fear and hostility in schools and then demonstrate what can be done to bring peace and tranquility back into the classroom.

3. Project Pride. 17 min., 16 mm, color film, No. 21-106
Visucom Productions, Inc., P.O. Box 3563, Stanford, CA 94305

Aimed at elementary school administrators, this film describes a vandalism prevention project that relies on students' pride in their school. Students are impressed with the slogan, "Your school belongs to you". They take the initiative in picking up school grounds and discouraging acts of vandalism. Other projects, such as decorating walls or painting playground equipment, are also encouraged. Students are rewarded during the school year with badges and emblems, and at the end of the year, a field trip is organized with monies saved from the vandalism fund. One school district reported a 50 percent cut in vandalism as a result of Project Pride.

4. Respect for Property. 11 min., b&w film, 1972. FO684
Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601

A boys' club house is broken into by a rival group and much damage is done. Through the guidance of a local policeman, the two groups of boys come to realize that property of others and public property should be respected.

5. Solutions to Vandalism. 35 min., 16 mm, sound, color film. No. CJ-091.
Harper & Row Media, Order Fulfillment/Customer Service, 2350 Virginia Avenue, Hagerstown, MD 21740

Featuring Senator Birch Bayh. Vandalism costs the people of the United States about $2 billion a year in property damage--$600 million of that to repair school damage alone. This film does not analyze vandalism--it teaches what to do about it and shows that there are concrete solutions to the problem.

Solutions to Vandalism (Continued)

The film also depicts how six different communities have confronted willful destruction and violence in their midst--by creating, developing, and maintaining effective programs to deal with vandalism. It shows how local leaders have taken the initiative and found solutions.

6. Solutions to Vandalism. 1978.
Perennial Education, Inc., 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035

This film, intended for use by educators, police community relations departments, and civic organizations, shows what several communities across the country have done about the problem of vandalism. The film depicts how six different communities have confronted willful destruction and violence in their areas. Local leaders have taken the initiative in each of the communities and found solutions to vandalism--in large cities like Pittsburgh, Pa., where school children are involved in vandalism patrols; in Seattle, Wash., where a student vandalism committee conducts hearings on cases of vandalism; and in Los Angeles, Calif., where a school principal involved parents and teachers in an antivandalism campaign. In smaller urban areas, such as Billings, Mont., students were given a chance to work in the cafeteria, office and library in order to instill in them a sense of responsibility. The suburban area of Wauwatosa, Wis., conducted a vandalism awareness program, where older students talked to the younger students about vandalism. In Berrien County, Mich., a peer group counseling program is used to counteract vandalism. These programs have yielded definite cost savings as well as less tangible but perhaps even more significant results, such as diverting youth from destructive pursuits toward productive activity. Possibly the most important aspect of these programs is the fact that the solutions were not handed down from Washington or State capitals, but were developed in the affected communities by local people themselves. Rural, urban, and suburban communities have each been able to meet and devise innovative programs to solve their own vandalism problems. The film is intended to spark enthusiasm for community programs to fight vandalism.

7. Take a Little Pride. 10 min., 16 mm, color film, 1976. No. 22-106.
Visicom Productions, Inc., P.O. Box 3563, Stanford, CA 94305

This film is aimed at elementary school children. Stressing the fact that their school belongs to them, Project Pride shows how they can take care of their school by having pride in it. Student participation in the antivandalism campaign involves trash pickups, repainting, decoration, and vigilance. Students are rewarded by giving them "smiley face" buttons and patches, plaques, and trophies. At the end of the year, part of the money in the vandalism fund that was not expended is used for a field trip or party.

8. Under the Law, Series II: Vandals! 17 min., color film.
Walt Disney Educational Media Company, 500 South Buena Vista St., Burbank, CA 91521

Narrated by Angie Dickinson. Demonstrates the senseless, self-defeating act of vandalism--and how convicted juveniles can use probation as a positive experience. Teenagers Ken and Mindy vent their frustration and anger by vandalizing their school. A juvenile court referee orders them to undergo psychiatric examinations, then places them on probation--Mindy working with blind children, Ken helping a cleanup crew. Each youngster takes a different view of probation. What would you do if your friend wanted to smash windows? How would you decide as referee to deal with Ken and Mindy?

9. Vandalism. 11 min., No. F0998.
University of Minnesota, Audiovisual Library Service, Continuing Education and Extension.

Depicts what law authorities agree is one of their most constant time-consuming problems--vandalism. Approach is: whether an act is performed out of youthful wildness or deliberate criminal intent, the consequences are the same--jail, police record, and a stigma that may last a lifetime. Typical examples of "wildness" are shown, along with their consequences.

10. Vandalism Story: The Clubhouse. 10 min., 16 mm, sound, color. No. CJ-068.
Harper & Row Media, Order Fulfillment/Customer Service, 2350 Virginia Ave., Hagerstown, MD 21740

Designed for use with children, this film is unusual because it approaches vandalism from a child's point of view. It's about four young boys who have built a clubhouse--their own private headquarters. One day, while the boys are playing, the youngest accepts a dare and throws a rock through a school window. Soon all four are breaking windows. When the police arrive, one boy is caught while the others run away to hide in their clubhouse--only to find that it, too, has been vandalized.

This film has been acclaimed as one with which children can identify, as it explains the meaning of vandalism with concepts children understand. Guidelines are supplied with each print to help you start and direct group discussion.

11. Vandalism: What and Why
Film Fair Communications, 10900 Ventura Blvd., Studio City, CA 91604

12. Why Vandalism? 17 min., b&w film, 1955. No. F0506.
Encyclopedia Britannica, Educational Corporation, 1150 Wilmette Ave., Wilmette, IL 60091

Probes the underlying causes that lead three to destroy a classroom, and finds the origins of vandalism in the personal traits and environmental factors that create antisocial personalities. Suggests ways in which vandalism may be curbed.

13. Why We Take Care of Property--The Planet of the Ticklebops. 12 min., 16 mm, color film, 1975.
Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019

The concepts that taking care of property is everyone's responsibility and that one person's actions influence another's are emphasized with tongue-in-cheek humor in this animated film aimed at elementary school audiences.